**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 5.NBT.5**  **The Envision Lesson: 3-5** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Partial products |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Daily Work (Cumulative Review)  How many cookies are in this package? (Count how many in the row, multiply by number of rows)  Find other real life items that you can show partial products. Boxes of crayons, etc. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Review the standard multiplication algorithm and describe how it breaks up into simpler calculations using place value settings with the ones and then the tens. **Show**. Multiply the ones. Regroup. Multiply the tens. Regroup. Add the ***partial*** ***products***. Remind students that a partial product is only **part** of the whole or entire product. Show the definition. Have each student tell the definition to a buddy. Write the definition in math notebooks. 2. How will you provide multiple opportunities for vocabulary to be used in context? Pose a problem. How can you use a drawing to help you multiply a 2-digit number by a 2-digit number? Suggest the students use grid paper if they are stumped. Have students share different ways to find the answer. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  **Use Drawings.** Have students use a straightedge to draw a 23 x 38 rectangle on grid paper. Show how to divide the rectangle into four smaller rectangles. Have each student copy what you have done on individual whiteboards (or paper). Write number sentences for each of the smaller rectangles. Label each small rectangle using the row and column method. Solve each number sentence for the small rectangles. Find the total area by adding the products of each of the smaller rectangles. Have students mirror what you are doing. What is the total area of the large rectangle?  Students could also use counters, place value blocks, or Unifix Cubes to help increase their understanding. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use models on graph paper to multiply 2-digit by 2-digit numbers. Have pairs of students create another way of dividing the same size rectangle. Have them show their finished product. **Instruct in Small Steps**. Model recording the work students just did using partial products. To begin with write on the board, 23x38 vertically. What is the sum of the ***partial product*** in the top row of your drawing? (8x3 and 8x20) In the bottom row? (30x3 and 30x20). What is the sum of the partial products? (24+160+90+600) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  **Small Group/Pair Practice**. Have students work together using white boards to solve other problems. Use digits instead of drawings. Share with other students on their table/row/group.  Do assigned problems by teacher – using book, work sheet, or teacher generated problems on board. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Students take a quiz demonstrating knowledge of both drawing and using digits to solve a problem. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
| Work not finished in class | |